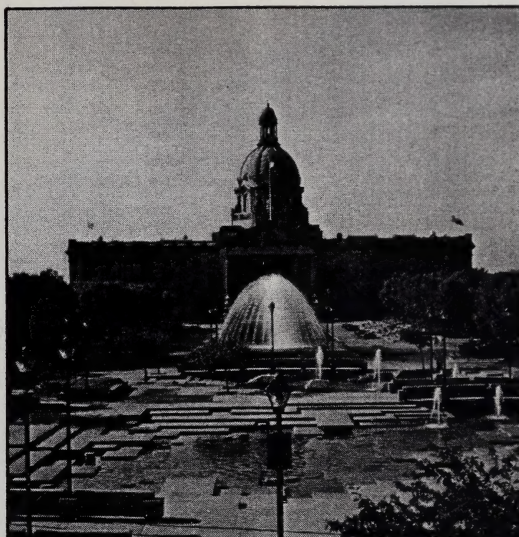


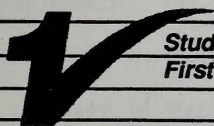
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Diploma Examinations Program Bulletin

Social Studies 30



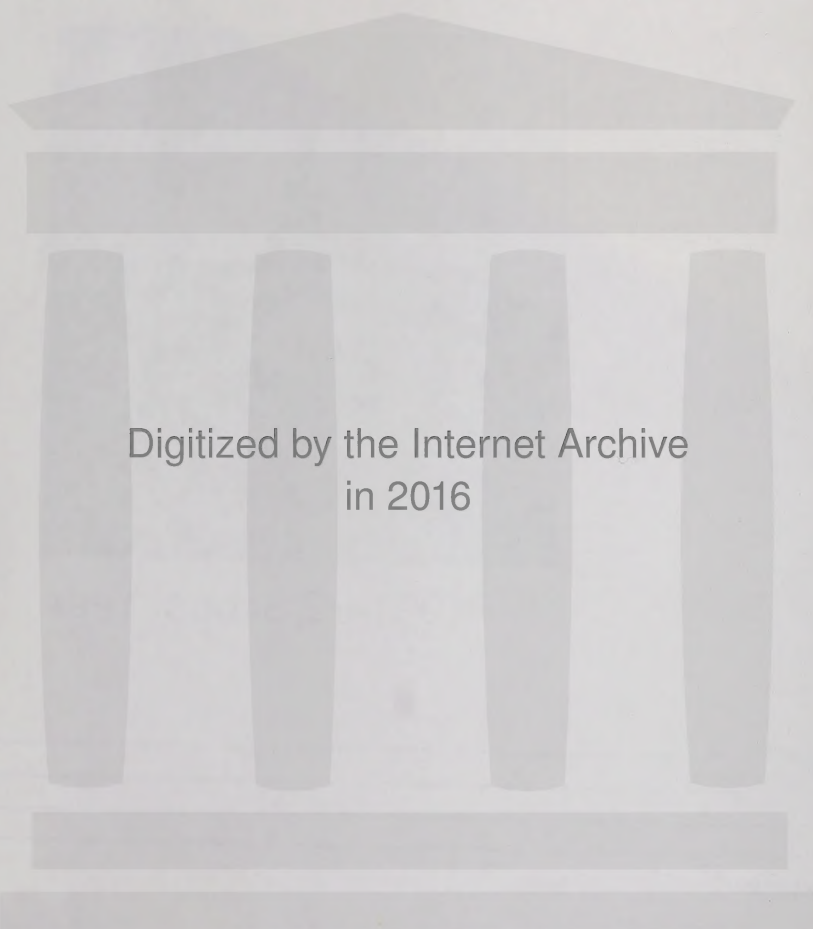
1991-92 School Year



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INTRODUCTION

The purpose of this bulletin is to provide information to teachers and students about the Social Studies 30 Diploma Examination for 1992. The information includes a description of the examination, a discussion of course objectives and performance standards, a blueprint that outlines both the multiple-choice and written-response sections of the examination, and the guide that will be used to score the essay assignment. This bulletin also identifies modifications to the multiple-choice and written-response sections of the examinations for 1992. *Teachers are encouraged to inform their students of the content of this bulletin and to review the scoring guide with their students.*

Teachers may also wish to refer to the bulletin entitled *General Information* (September 1991), which provides administrative information about the diploma examinations. This publication is distributed to all senior high school administrators.

The information in both bulletins applies to the 1991-92 school term. The bulletins will be updated in September 1992.

If you have questions or comments regarding the contents of this Social Studies 30 bulletin, please contact

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SUMMARY OF MODIFICATIONS
SOCIAL STUDIES 30 DIPLOMA EXAMINATION 1992

The Social Studies 30 Diploma Examination for 1992 has been adjusted to reflect changes in the *Program of Studies*.

Although the style and format of the 1992 examinations will be similar to previous examinations, there are some important changes. The 1992 examinations will continue to have a multiple-choice section and a written-response section. As in the past, the 2½ hour examinations will consist of 70 multiple-choice questions worth 70% of the total, and a single essay assignment worth 30% of the total mark. Students will choose one of two essay assignments. In 1992 there will be continuing emphasis on questions that test critical thinking skills and that require students to apply what they have learned to new information. This new emphasis reflects the change in focus described in the *Program of Studies* (1990) and, more specifically, in the Skill Development Chart found in the *Teacher Resource Manual* for Social Studies 10-20-30 courses.

Part A: Multiple Choice

A number of recently developed multiple-choice question formats will continue to be used in the 1992 examination. These question formats, which were field tested and have been used on examinations since 1988, include:

- **Analysis and Classification Questions:** This format requires students to analyse and/or interpret information, categorize subject matter, and apply knowledge to new data (see sample questions, pages 22 and 24).
- **Matching Questions:** This format requires students to select from a list the correct application of policy, principle, or condition to an interest group situation or circumstance (see sample questions, page 23).

Both types of questions require students to apply their critical thinking skills to unfamiliar situations.

The notable change to the blueprint for multiple-choice questions is the deletion of the categories that test "value concepts" and "valuing skills." The blueprint is on page 10. Teachers should review the *Program of Studies* regarding the emphasis on "values." The *Program of Studies* stresses a broad conceptualization of the various perspectives associated with issues.

Part B: Written Response

The requirements for the written-response assignment for 1992 are essentially unchanged from 1991. The assignment consists of a single task -- that of defending a position on an issue.

The scoring guide for 1992 contains some word changes and clarifications from 1991. Certain scoring descriptors and questions to consider when scoring the assignment have been modified to define the process of defending a position more precisely, and to emphasize the application of knowledge and ideas to the issue assigned.

Teachers should be aware that changes to the scoring guide do not represent a change in standards of expectation. The purpose of the revisions is to improve the flexibility of the guide and to better reflect the realities of student writing.

The blueprint for the written-response assignment is on page 11. The scoring criteria on pages 14 to 21 provide additional clarification of the expectations inherent in the revised categories.

Teachers and students should note that the scoring criteria for 1992 has received some modification from 1991.

DESCRIPTION OF THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION 1991

Content

The 1992 Social Studies 30 Diploma Examination is based on the 1990 Social Studies *Program of Studies*. All examination questions are based on the content of the two topics prescribed for Social Studies 30: Topic A, Political and Economic Systems, and Topic B, Global Interaction in the 20th Century.

The diploma examination assesses achievement of the objectives related to knowledge (generalizations, key understandings, concepts, and related facts and content) and skills (process and communication skills, critical and creative thinking goals). The examination does NOT directly assess achievement of the objectives related to attitude development and to most participation skills. Evaluation of these objectives should be included in the school-awarded mark.

General Format

Total Examination

The examination consists of two parts:

Part A: Multiple-Choice Questions -- 70 questions worth 70% of the total examination mark (70 marks)

Part B: Written-Response Assignment -- one essay worth 30% of the total examination mark (30 marks)

The examination is written in one sitting of 2 ½ hours.

Part A: Multiple-Choice Questions

Questions are based on the generalizations, key understandings, concepts, and related facts from Topic A and Topic B. Students are required to recall and to apply their knowledge of content by interpreting, analysing, synthesizing, and evaluating information presented in a variety of questions. Each multiple-choice question evaluates both knowledge and skill objectives.

Part B: Written-Response Assignment

Students are required to write ONE complete and unified essay on an issue related to the content of the Social Studies 30 program. Two essay questions will be provided -- one from Topic A and one from Topic B. Students are required to select ONE of the two topics.

The essay will be marked according to the scoring categories indicated in the blueprint for the written-response section (see page 11). A detailed scoring guide follows on pages 14 to 21.

Preparation of the Examination

As part of the development of the Social Studies 30 Diploma Examination, teacher-constructed questions are field tested in high schools throughout the province. A test development specialist, working with teachers, constructs the examination from selected field-tested questions. Before the examinations are printed, they are reviewed by an Interbranch Committee of Alberta Education consultants and an Examination Review Committee consisting of representatives from the Conference of Alberta School Superintendents, The Alberta Teachers' Association, the Public Colleges of Alberta, the Universities Co-ordinating Council, and Alberta Education. Detailed information about the steps in examination development is available from the Student Evaluation Branch (telephone 427-2948, FAX 422-4200).

Specific Design Considerations

Reporting Categories and Blueprints

The categories in the examination blueprints for parts A and B represent the framework within which questions are developed and classified. This framework ensures parallel examinations in a given year. The reporting categories (or subtests) form the basis for reporting of the examination results to school jurisdictions. Student achievement is analysed and reported according to these categories, a complete list of which is in the blueprints on pages 10 and 11. The reporting categories reflect the various emphases in the *Program of Studies*.

Cognitive Levels

All questions on the Social Studies 30 Diploma Examination require students to demonstrate knowledge and comprehension of social studies content and to apply social studies process skills to that knowledge base. Nearly all question types require both recall of knowledge and application of process skills, some questions being relatively straightforward and others quite complex. The level of difficulty varies from question to question as does the mix of knowledge and skill required to answer each question.

Administration

Dates for the administration of the 1992 Social Studies 30 Diploma Examination are as follows:

Tuesday, January 28, 1992:	9 a.m. -- 11:30 a.m.
Tuesday, June 23, 1992:	9 a.m. -- 11:30 a.m.
Tuesday, August 18, 1992:	9 a.m. -- 11:30 a.m.

Selection of Markers

The Part A, multiple choice, questions of the examination are machine-scored. The Part B, written response, section of the examination is scored by Social Studies 30 teachers selected from those who have been recommended to the Student Evaluation Branch by their superintendents. To be eligible for recommendation by a superintendent, a teacher must have taught Social Studies 30 for two or more years, currently be teaching the course, and have a Permanent Professional Certificate. *Teachers who wish to be recommended as markers for January 1992 should contact their superintendents before October 1, 1991. Teachers who wish to be recommended as markers for June and August 1992 should contact their superintendents before March 1, 1992.*

Often, more teachers are recommended as markers by superintendents than are needed by the Student Evaluation Branch for any one marking session. The following additional factors are considered by the Student Evaluation Branch when selecting markers for a particular marking session:

- Experience as a marker (generally, first-time markers are given priority)
- Regional representation (by zone, jurisdiction, and school)
- Student population

Dates for Examination Scoring

The written-response section of the 1992 Social Studies 30 Diploma Examination will be scored in Edmonton according to the following schedule:

January examination -- February 6-8
 June examination -- July 1-4
 August examination -- August 21

Group leaders will meet before each of the two major marking sessions:

January examination -- February 5
 June examination -- June 30

Scoring Procedure

Before marking commences, markers participate in an orientation session that demonstrates the application of the scoring guide to selected exemplar papers. Subsequently, consistency in marking is closely monitored by regular "reliability reviews" and feedback to each marker. Each student's paper receives three independent readings during marking.

Scoring Guide

The scoring guide on pages 14 to 21 is used in scoring the written-response section. If necessary, these scoring criteria will be adjusted at the beginning of the marking session to reflect the specific requirements of the assignment and the student essays.

The material found on pages 14 to 21 should be reviewed with students during the school year or semester. Students should be familiar with what is expected in their written work and should have this information early in the term so that they can work towards these goals.

COURSE OBJECTIVES AND PERFORMANCE STANDARDS

Standards in education are statements that communicate the level of performance necessary to attain a specific goal or objective. Statements of standards assist educators in determining the extent to which students must know the content and demonstrate the required skills to pass the course.

The discussion of performance standards that follows addresses those standards of performance applicable to students who attain the *acceptable* standard (a final passing grade of 50%) and those students who attain the standard of *excellence* (a final grade of 80% or better).

We would appreciate any feedback that you have on these statements of performance standards. Please address your concerns or suggestions for improvement to:

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For your information:

Achievement-Over-Time Study - As part of the Student Evaluation Branch's ongoing monitoring of student achievement over time, a comparative study of the written responses on the June 1987 Diploma Examination and the June 1991 Diploma Examination was conducted in July.

A representative sample of papers that had received scores of (3) Satisfactory on the essay assignment and a representative sample of papers that had received scores of (5) Excellent on the essay assignment were separated from papers written in 1987 and 1991. A review panel of 10 classroom teachers assessed and described these papers for features of thoughtfulness, effectiveness, and correctness. The results of this study will be made available in the November 1991 Annual Report.

SOCIAL STUDIES 30 PERFORMANCE STANDARDS

Objectives of the Course

Social Studies 30 is intended for students who have an interest in a course that is based on ideas and issues drawn from history, geography, economics, other social sciences, and the humanities. The course is designed to prepare students for academic studies in the social sciences, or other disciplines, at the post-secondary level. As such, the course demands that students develop skills in gathering, organizing, interpreting, analysing, synthesizing, and evaluating information and ideas, as well as in discussing and writing about complex political, economic, and historical issues. Students are expected to develop critical and creative thinking skills and to demonstrate complexity and independence of thought. Students who do not plan to undertake postsecondary studies are better advised to enrol in the Social Studies 33 course.

Social Studies 30 develops in students, thinking skills (the ability to acquire, evaluate, and apply information), communication skills (the ability to express thoughts and ideas orally and in writing), participation skills (the ability to interact effectively with others), and positive attitudes for the purposes of lifelong learning and responsible citizenship. Students who successfully complete the Social Studies 30 course have acquired the generalizations, key understandings, concepts, related facts, and content associated with the course knowledge objectives.

Performance Standards

The *Program of Studies* for Social Studies 10-20-30 outlines a number of objectives; with these objectives come certain expectations. Success in social studies is linked to three areas of understanding: a conceptual grasp of CHRONOLOGY; an awareness of the CONTEXT of political, economic, social, and intellectual life within chronological periods, and the way these interact and change over time; and the development of CRITICAL THINKING skills such as interpretation, analysis, synthesis, and evaluation of facts and ideas.

Students who achieve success in Social Studies 30 demonstrate competence in reading, writing, speaking, and thinking as they relate to these three areas of understanding. Students are expected to interpret and synthesize information from a variety of sources (charts, graphs, cartoons, tables, photographs, or text) and to draw conclusions from or make generalizations about their sources. Students are also expected to apply previously learned knowledge and skills to solve problems and confront issues in a rational and responsible manner.

Acceptable Standard

Students who attain the *acceptable standard* of performance in Social Studies 30 receive a final passing grade of at least 50%. Students achieving at this level are able to locate, organize, and recall information appropriate to a specific task. They are able to describe, to explain, and (in some instances) to apply learned information to familiar situations within a social studies context.

At minimum, these students are able to express themselves in terms of concrete elements of experience and memorization of facts by demonstrating an adequate command of conventions of language, and are able to recognize and identify key historical people and events. As well, these students are able to understand basic terms and concepts such as balance of power, sovereignty, fascism, and democracy.

Students achieving the acceptable standard are able to demonstrate rudimentary social studies skills such as interpreting information from several uncomplicated data sources when working independently, and choosing and defending a position on an issue. Such students are able to focus on specific and purposeful tasks independently. They are able to accomplish more complex tasks and understanding only with assistance, such as additional teacher guidance, peer consultation, or time to revise already checked work. These students are able to show a willingness and ability to interact with others, and to appreciate viewpoints other than their own.

Standard of Excellence

Students who attain the *standard of excellence* in Social Studies 30 receive a final mark of 80% or better. Students achieving at this level are able to demonstrate maturity and insight in their understanding and application of social studies content. They are able to relate social studies concepts -- internationalism, public and private enterprise, political and economic power, and the social contract -- to historical and contemporary developments in the world, and to understand some of the complexities and intricacies of diplomacy, constitutional issues, the globalization of trade, or the causes of war.

These students are able to assess critically and evaluate various responses or proposed solutions to problems. They are able to define problems, weigh evidence, and draw conclusions by assessing sources of information for reliability and relevance. In doing this, they demonstrate such critical thinking skills as evaluating information for bias, determining underlying assumptions, and recognizing interrelationships among concepts and historical events.

They are able to show clarity of thought as well as depth of analysis in their expression. Such analysis is deliberative, often creative, encompassing both the concrete and the abstract. Students achieving the standard of excellence are able to defend and justify intellectual and personal values, present and assess arguments, and appreciate the viewpoints of others. These students are able, not only to exhibit goal-directed self-confidence and self-discipline, and to demonstrate that they work effectively in independent settings, but they are also able to interact effectively and constructively with others in a variety of settings.

BLUEPRINT
SOCIAL STUDIES 30 DIPLOMA EXAMINATION
PART A: MULTIPLE CHOICE
(70% of examination mark)

QUESTION CLASSIFICATION BY TOPIC		
	TOPIC A: POLITICAL AND ECONOMIC SYSTEMS	TOPIC B: GLOBAL INTERACTION IN THE 20TH CENTURY
Questions on the diploma examination require students to demonstrate knowledge of social studies content and to apply social studies skills to that knowledge base. The reporting categories below define the general types of questions on the examination and the categories for which information will be reported.	Examination questions require knowledge and application of facts, concepts, generalizations, and key understandings related to the world's political and economic systems in theory and in practice as outlined in the <u>Program of Studies</u>. Organizing concepts such as • democracy • dictatorship • mixed economy • private enterprise economy • public enterprise economy will be reflected in examination questions.	Examination questions require knowledge and application of facts, concepts, generalizations, and key understandings related to the interaction among nations since the First World War as outlined in the <u>Program of Studies</u>. Organizing concepts such as • nationalism • balance of power • confrontation • co-operation • internationalism will be reflected in examination questions.
COMPREHENSION OF INFORMATION AND IDEAS These questions require students to demonstrate their knowledge and understanding of generalizations, key concepts, and facts related to social studies content.	11 or 12	11 or 12
INTERPRETATION AND ANALYSIS OF INFORMATION AND IDEAS These questions require students to demonstrate and apply their knowledge of social studies content by interpreting and analysing information and ideas.	11 or 12	11 or 12
SYNTHESIS AND EVALUATION OF INFORMATION AND IDEAS These questions require students to demonstrate and apply their knowledge of social studies content by synthesizing information and ideas and evaluating their accuracy and worth.	11 or 12	11 or 12
NUMBER OF QUESTIONS	35	35
		70

BLUEPRINT

SOCIAL STUDIES 30 DIPLOMA EXAMINATION

PART B: WRITTEN RESPONSE
(30% of examination mark)

DESCRIPTION OF THE WRITING ASSIGNMENT	REPORTING CATEGORY	MARKS ALLOTTED
Students are expected to define the scope of the issue and rationally defend a position on that issue through the application of supportive evidence. Arguments will be persuasive and show evidence of logical thought. Students are expected to make use of critical and creative thinking skills to demonstrate complexity and independence of thought.	1. <u>Definition of the issue</u> Students will define the issue by identifying different points of view on the issue and by thoughtfully discussing assumptions underlying these points of view. 2. <u>Defence of position</u> Students will take and defend a position on the issue by developing and organizing logical and persuasive arguments. 3. <u>Presentation of examples</u> Students will select, accurately develop, and apply relevant social studies examples as evidence to support their position. 4. <u>Quality of language and expression</u> Students will communicate clearly and effectively by using appropriate syntax and vocabulary, and correct or appropriate conventions of language.	5 10 10 5
Total		30

ADVICE TO STUDENTS ON WRITING THE ESSAY ASSIGNMENT

During the July 1988 Social Studies 30 marking session, participating teachers were asked to submit tips or advice that they would give to their students on writing the essay assignment. The following points represent a summary of some of the responses to that request.

- Read the essay topics before you begin the multiple-choice section.
- Select the topic about which you are most knowledgeable, not the one you think is the easiest or hardest to complete.
- When answering the multiple-choice questions, make a mental note of those questions that contain information or ideas that may relate to the essay topic you have chosen.
- After answering the multiple-choice questions, reread the essay topic and preamble very carefully.
- Plan your essay
 - Develop a clear thesis statement on the issue
 - Discuss alternative points of view on the issue
 - Order your main points and evidence in a logical fashion so that the reader will be convinced that your position is the "best" one
- You do not have time to write a rough draft.
- Make sure that each sentence in your essay contributes to the development of your argument and is related to your position on the issue.
- Select and organize your arguments, ideas, and examples (evidence) in a way that you feel will BEST support your position on the issue. Current events can and should be used where appropriate.
- Budget your time. Allow a few minutes to proofread your finished work.
- Remember that your essay will be marked for
 - thoughtfulness of argument
 - evidence that you know and understand the complexity of the issue
 - relevant and accurate supporting information

SCORING GUIDE
for the WRITTEN-RESPONSE ASSIGNMENT
SOCIAL STUDIES 30 DIPLOMA EXAMINATION
1992

SCORING GUIDE AND QUESTIONS TO CONSIDER WHEN SCORING
THE DIMENSIONS OF THE ESSAY ASSIGNMENT

SCORING GUIDE: TOPICS A AND B

1. DEFINITION OF THE ISSUE (5 marks)

Students will define the issue by identifying different points of view on the issue and by thoughtfully discussing assumptions underlying these points of view.

WHAT TO LOOK FOR WHEN SCORING THIS DIMENSION

Requirements

1. Explanation of the scope of the issue and the nature of the disagreement raised by the issue
2. Thoughtfulness

Questions

- Does the writer demonstrate understanding of the issue? Does the writer understand why the issue is important? Is the writer aware of the dilemma posed by the issue and of the range of choices inherent in the issue?
- Does the writer explain the beliefs, principles, and assumptions that may underly the different views on the issue?
- Does the writer relate personal knowledge and understanding of the issue to a meaningful context?
- Does the writer establish an appropriate context for the position taken (thesis) by demonstrating an awareness of the different perspectives underlying other positions on the issue?

SCORING GUIDE: TOPICS A AND B

1. DEFINITION OF THE ISSUE (5 marks)

SCORE	SCORING DESCRIPTORS
(5) EXCELLENT	The definition of the issue is insightful and mature. A thoughtful and perceptive discussion of the complexity inherent in the issue is comprehensively developed. Analysis of the principles underlying the various positions reveals a sophisticated understanding of the complexity of the issue.
(4) PROFICIENT	The definition of the issue is clear and adept. A clear discussion of the complexity inherent in the issue is presented in detail. Explanation of the principles underlying the various positions reveals a competent understanding of the nature of the issue.
(3) SATISFACTORY	The definition of the issue is straightforward and conventional. An adequate but generalized discussion of the complexity inherent in the issue is presented but may not be fully developed. Description of the principles underlying the various positions reveals an adequate understanding of the issue.
(2) LIMITED	The definition of the issue is incomplete or lacks elaboration. Superficial discussion of the complexity inherent in the issue is present but lacks development and may stem from inaccurate or ill-formed assumptions. Reference to principles underlying the various positions is minimal, revealing a superficial or vague understanding of the issue.
(1) POOR	The definition of the issue is minimal. Discussion of the complexity inherent in the issue is disjointed, missing, or inaccurate. Reference to principles underlying the various positions is missing or oblique and off-target.
INS	INSUFFICIENT is a special category. It is not an indicator of quality. It should be assigned to papers that do not contain a discernible attempt to address the issue presented in the assignment or are too brief to assess this or any other scoring category.

2. DEFENCE OF POSITION (10 marks)

Students will take and defend a position on the issue by developing and organizing logical and persuasive arguments.

WHAT TO LOOK FOR WHEN SCORING THIS DIMENSION

Requirements

Questions

- | | |
|-----------------------------|---|
| 1. Evidence of a position | <ul style="list-style-type: none">• Does the writer present a clear position with respect to the issue assigned? Does the writer deal consistently with the issue under discussion? |
| 2. Logic and Persuasiveness | <ul style="list-style-type: none">• Does the writer select appropriate examples to defend his/her position?• Does the writer <i>apply</i> well-chosen and relevant historical or contemporary knowledge to develop and support the position taken rather than reiterating memorized information and facts in the apparent hope that such facts might support a position?• What depth of analysis and elaboration does the writer demonstrate?• Does the writer organize related arguments?• Does the writer base arguments on reason, conviction, and scholarship rather than on uninformed belief or unsupported assertions or both?• Does the writer base arguments on valid assumptions and premises that support the credibility of the conclusions?• How well does the writer draw a relationship between the examples selected and the position taken?• Does the writer develop the essay logically and coherently? Has the writer avoided irrelevancies, digressions, and redundancies? |

2. DEFENCE OF POSITION (10 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCELLENT	The defence of position is based on convincing and logical arguments. The examples (evidence) chosen are appropriate and judicious to support and develop the position taken. The arguments presented are consistent and forceful, demonstrating originality, maturity, and insight. The content is ordered and controlled in such a way as to reinforce the writer's argument.
(4) PROFICIENT	The defence of position is based on well-considered arguments. The examples (evidence) chosen are appropriate to support and develop the position taken. There is a clear relationship between the examples chosen and the position taken. The arguments presented are logical, clear, and competently developed. The content is ordered in such a way that the writer's argument is clear.
(3) SATISFACTORY	The defence of position is based on one or more adequate arguments. The examples (evidence) chosen are appropriate. A relationship between the examples chosen and the position taken is established. While the arguments are generally sound, they may lack in persuasiveness and consistency. The content is ordered in such a way that the writer's argument is generally clear and discernable.
(2) LIMITED	The defence of position is based on simple assertions rather than on the development of ideas. The examples (evidence) may be related to the issue but unrelated to the position taken, or the relationship between the examples and the position taken may be hard to determine. If arguments are presented, they are repetitive, unspecific, contradictory, simplistic, or based on uninformed belief. The content is ordered in such a way that the writer's argument is contradictory, vague, or redundant.
(1) POOR	The defence of position is weak; i.e., the position taken is hard to determine OR little or no attempt is made to defend it. The examples (evidence) chosen may be inappropriate for the position taken. Little or no relationship is drawn between the examples chosen and the position taken. The content is disorganized and leaves in doubt the writer's argument.

3. *PRESENTATION OF EXAMPLES (10 MARKS)*

Students will select, accurately develop, and apply relevant social studies examples as evidence to support their position.

WHAT TO LOOK FOR WHEN SCORING THIS DIMENSION

Requirements

Questions

- | | |
|----------------------|---|
| 1. Accuracy | <ul style="list-style-type: none">• How verifiable or factually accurate is the information in the selected examples? Does the information presented reflect perceptions of reality that can be supported.? |
| 2. Comprehensiveness | <ul style="list-style-type: none">• What breadth or depth of understanding does the writer demonstrate by the development of selected examples?• Does the writer use the information in examples to qualify judgments, form hypotheses or speculate about the unknown? |

NOTE: Examples from social studies content may be historical or contemporary and drawn from the study of Canada or other nations. Students are encouraged to refer to current events in their writing.

3. PRESENTATION OF EXAMPLES (10 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCELLENT	The examples selected are relevant, and accurate. Selected evidence is comprehensive and specific, revealing a mature and insightful understanding of content and its application to the assigned issue.
(4) PROFICIENT	The examples selected are relevant and accurate. Selected evidence is purposeful and usually specific, revealing a solid and competent understanding of content and its application to the assigned issue.
(3) SATISFACTORY	The examples selected are relevant but may contain some minor factual errors, or there may be a mixture of relevant and extraneous information. The selected evidence is largely conventional, revealing an adequate understanding of content and its application to the assigned issue.
(2) LIMITED	The examples selected are potentially relevant, but contain inaccuracies or extraneous detail. Evidence is generalized, unfocused or inappropriate, revealing a limited understanding of content and its application to the assigned issue.
(1) POOR	The examples selected contain major and revealing errors. Evidence is either so scant or so overgeneralized or inaccurate that it indicates a lack of understanding of content and its application to the assigned issue.

SCORING GUIDE: TOPICS A AND B

4. *QUALITY OF LANGUAGE AND EXPRESSION* (5 marks)

Students will communicate clearly and effectively by using appropriate syntax and vocabulary, and correct or appropriate conventions of language.

WHAT TO LOOK FOR WHEN SCORING THIS DIMENSION

Requirements

1. Syntax and Vocabulary

2. Conventions

Questions

- Does the writer use correct, appropriate, and effective syntax and vocabulary? "Syntax" is the way in which words are put together to form phrases, clauses, or sentences. "Vocabulary" is the collection of words used, including social studies terminology.
- Does the writer use correct or appropriate grammar, spelling, capitalization, and punctuation?

SCORING GUIDE: TOPICS A AND B

4. *QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)*

SCORE	SCORING DESCRIPTORS
(5) EXCELLENT	The writing is skilfully structured and fluent. Vocabulary is appropriate, mature, and precise. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.
(4) PROFICIENT	The writing is clear and generally fluent. Vocabulary is appropriate and specific rather than general. Syntax is controlled. Minor errors do not detract from the clarity of communication.
(3) SATISFACTORY	The writing is clear. Vocabulary is adequate but more general than specific. Syntax is generally straightforward but occasionally awkward. Errors may detract from but do not impede the clarity of communication.
(2) LIMITED	The writing may be unclear or ineffective. Vocabulary is inappropriate, overgeneralized and/or imprecise. Syntax is simple or frequently awkward. Errors may occasionally impede the clarity of communication.
(1) POOR	The writing is often unclear and not fluent. Vocabulary is frequently inaccurate, generalized, and unclear. Syntax is confused and uncontrolled. Errors impede the clarity of communication.

SAMPLE QUESTIONS

The sample questions that follow are representative of both the multiple-choice and written-response parts of the examination. They serve to illustrate the nature and complexity of the questions that will appear on the Social Studies 30 Diploma Examination for 1992.

Teachers are advised to be cautious when using practice questions that do not reflect the complexity of knowledge and skill demanded by the type of questions illustrated below. Recall and lower level skill questions do not accurately reflect the nature of the diploma examination. Many questions from the 1988 to 1991 diploma examinations could be used for practice.

Please note that past copies of the Social Studies 30 January and June diploma examinations which include questions such as these are available for purchase from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9, for \$1 each. Unlike the EDGE document, these past examinations are, of course, complete and will not mislead students about the nature of the examination and the objectives being tested.

Part A: Multiple-Choice Sample Questions

Question 1

GOVERNMENT ACTIONS IN A MARKET-ORIENTED ECONOMY

1. Decrease personal income taxes
2. Reduce social security benefits
3. Provide tax incentives to private industries
4. Lower bank interest lending rates
5. Decrease public ownership in industry

1. These actions are primarily intended by government to

- *A. revive a lagging economy
- B. decrease foreign investment capital
- C. fight the effects of high inflation
- D. lower the level of domestic production

Comment

This question assesses students' understanding of a government's motivation in taking particular actions effecting an economy. The question requires students to have a knowledge base in economics and an understanding of concepts such as market-oriented economy, lending rates, tax incentives, and public ownership.

Students must understand that these actions, taken together, will have an impact on the economy; they must judge what that impact will be. The question requires them to choose the reasons for these government actions; i.e., what is the problem to be solved by taking these actions.

The question demands knowledge, analysis and synthesis of information and ideas, and an understanding of economic principles.

Questions 2 and 3

For questions 2 and 3, a certain condition or policy is stated in relation to two groups. Judge the effect of this condition or policy on the groups listed by answering

- A. if the policy or condition is acceptable to the first group but unacceptable to the second
- B. if the policy or condition is unacceptable to the first group but acceptable to the second
- C. if the policy or condition is acceptable to both groups
- D. if the policy or condition is unacceptable to both groups

<u>CONDITION OR POLICY</u>	<u>GROUPS INVOLVED</u>	
2. One-party monopoly	Italian Fascists, 1922	(C)
	German National Socialists, 1934	
3. Devaluation of Canada's currency	Canadian importers	(B)
	Canadian exporters	

Comment

This variation of "matching" questions requires students to consider the results of actions or situations and the potential impact on selected groups or individuals. Students must judge the desirability of the action from the point of view of those affected. The question demands historical knowledge, and analysis and synthesis skills.

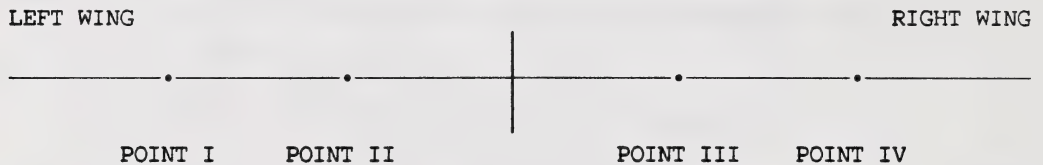
Questions 4 - 6

Use the following information to answer questions 4 to 6.

An individual holds the following political and economic views:

- That the existing political and legal authority is exploitive and tyrannical
- That all major industries should be nationalized
- That the status quo is oppressive and bourgeois
- That "property is theft"

4. To most Canadians, the above views would be considered
- A. liberal
 - *B. radical
 - C. reactionary
 - D. conservative
5. An individual holding the above views would be placed at what point on the following political spectrum?



- *A. POINT I
 - B. POINT II
 - C. POINT III
 - D. POINT IV
6. Which source would be MOST consistent with the views held by the above individual?
- A. *Mein Kampf*
 - B. *On Liberty*
 - *C. *Das Kapital*
 - D. *The Wealth of Nations*

Comment

These are complex questions requiring students to recall, analyse, synthesize, and apply information. In question #4, the student must interpret the stated political and economic views, and associate those views with a political label commonly used in Canada. Question 5 requires students to apply those political and economic views to the context of a political spectrum, which also requires an understanding of the terms "left wing" and "right wing." Finally, the student is required to recall the political and economic views expressed in the books listed and to relate those views to the opinions held by the individual in the question.

Question 7

7. The creation of the Concert of Europe in 1815, the League of Nations in 1919, and the United Nations in 1945 supports the generalization that
- A. the victors in major international conflicts have ignored the claims of their allies
 - B. participation by all Great Powers is not essential for the success of any international peacekeeping agency
 - C. member nations in international peace organizations have often sacrificed sovereignty to achieve collective security
 - *D. attempts to achieve international peace have often arisen from human experience with the destructiveness of war

Comment

This question expects students to recall information, recognize historical relationships, and then synthesize information and ideas to correctly support a generalization. The student is called upon to recognize three examples of collective security. Some students may be unfamiliar with the Concert of Europe, but the question stem groups the organizations together so that even those unfamiliar with the concert should infer a commonality and, therefore, be able to correctly answer the question. This question demands as much critical thinking as it does recall of information.

Question 8

8. Which ONE of the following developments was a RESULT of the other three?
- A. The terms of the treaty of Versailles concerning Germany were regarded as overly harsh.
 - *B. The demands made by Hitler at Munich were met by a policy of appeasement.
 - C. The Maginot Line encouraged a sense of security among the French people.
 - D. The U.S.A. adhered to a policy of isolationism during the inter-war years.

Comment

In this question, the alternatives themselves act as a data source and require students to distinguish between and identify relationships among historical events. The question requires recall of historical facts, a conception of chronology, and an understanding of cause and effect, as well as the ability to sort and relate this knowledge and understanding.



— from Philadelphia Inquirer

9. This 1987 cartoon suggests that both the Americans and the Soviets were prepared to
- A. seek military alliances with Third World nations
 - B. risk direct military confrontation with each other
 - C. condone each other's right to pursue policies of containment
 - *D. use force to maintain their respective spheres of influence
10. The bias revealed by the cartoonist would have been strongly condemned at the time by a supporter of the
- *A. Contra effort in Nicaragua
 - B. Sandinista government in Nicaragua
 - C. anti-imperialist forces in Afghanistan
 - D. anti-imperialist forces in Central America

Comment

Questions involving interpretation of cartoons continue to appear on Social Studies 30 diploma examinations. Here, students are required to recognize the implied parallels between Soviet involvement in Afghanistan and American involvement in Central America and to hypothesize reasons for the involvement. In question 10, students are expected to understand the perspectives of the cartoonist and of those who would disagree with the cartoonist which requires identifying and discerning the nature of the cartoonist's bias and recognizing a point of view held by a supporter of American intervention.

Part B: Written-Response Sample Assignments

The written-response assignment is worth 30% of the total examination mark. Essays for each topic will be marked according to the same criteria. Teachers are advised to familiarize students with the scoring criteria since the criteria will not be printed in the examination.

Choose ONE of the following topics:

TOPIC A

In some nations, only one political party is allowed to exist and to form the government. It is believed that such a system best unifies citizens in a common purpose. In other nations, two major political parties contend with one another to form the government. In still other nations, many different political parties, representing a variety of policies, compete with one another to form the government.

SHOULD NATIONS HAVE MULTIPARTY POLITICAL SYSTEMS?

In an essay, choose and defend a position on this issue.

OR

TOPIC B

Some governments have attempted to prevent aggression by joining various alliances established to achieve a balance of power. They believe that in a balance-of-power system, no nation or group of nations will feel strong enough to threaten another. Other governments believe that a balance-of-power system is dangerous and that some other system must be established to prevent conflict among states.

DOES A BALANCE-OF-POWER SYSTEM PREVENT AGGRESSION AMONG STATES?

In an essay, choose and defend a position on this issue.

REMINDERS FOR WRITING:

- PLAN your essay.
- FOCUS on the issue under discussion.
- ESTABLISH a clear position or thesis that will direct and unify your essay.
- ORGANIZE your essay in a manner that will best defend your position.
- DEFEND your position with supportive and specific evidence drawn from your knowledge of social studies.

Complete your essay in the space provided. There are pages provided for planning and drafting and for your finished work.

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